

## EYFS / PRIMARY SLE PROFILE



## KATIE ANDERSON

<b>SLE designation (Date of designation &amp; Teaching School)</b>	<b>September 2014</b> Ladywood Teaching School Alliance
<b>Current School (LA or Sponsor)</b>	Brownlow Fold Primary School
<b>Recent OfSTED judgement (Overall and Leadership)</b>	Overall: Good Leadership: Good
<b>Context of School</b>	Brownlow Fold Primary School is situated in an area of social deprivation, with the proportion of pupils eligible for the Pupil Premium being above average. The majority of our pupils are from ethnic minority backgrounds with a significantly high proportion speaking English as an Additional Language. We currently provided funded places for 2, 3 and 4 year olds offering 128 places (64 FTE). The overwhelming majority of our pupils enter Nursery with skills and understanding that is significantly below that typically expected.
<b>Particular area(s) of Expertise/ Strength (please show supporting data/ information)</b>	Early Years Foundation Stage
<b>How have you supported other schools or middle leaders and senior leaders in your own school?</b>	<p>I have worked across a wide range of settings, supporting practitioners in both the private and voluntary sector working within Nursery settings and Reception classes across Bolton through my role in the Early Years and Childcare Team for the LA. This involved observations of practice, supportive implementation of new strategies and organisation techniques, action planning and data analysis. I have encouraged lead staff within settings to identify areas for improvement through professional dialogue and coaching sessions, therefore ensuring both lasting impact and capacity to allow for further improvements to be made.</p> <p>I supported both experienced staff and those new to the EYFS and Year 1 at all levels to develop and build upon existing practices.</p> <p>Within my current role of Deputy Head, I am supporting colleagues to lead teaching and learning across the full EYFS age range, support a variety of staff at different levels and have had a particular focus on the development of challenging continuous provision.</p>
<b>What was the Impact of your support?</b>	<p>Early Years and Childcare Team LA role - The Setting moved from requires improvement to good. Practitioners 'developed effective relationships with a range of professionals such as schools and local authority development workers. This has enabled them to make extensive improvements' (Ofsted, 2013, Shining Stars)</p> <p>'The setting manager is relatively new in post and [with support from] local authority early years consultants[s], has worked incredibly hard to make changes to develop practice' (Ofsted, 2013, Shining Stars).</p> <p>School - The 'leadership of the Early Years is good and children enjoy a strong start to their education'. 'The impact of improved leadership can be seen in the good and better teaching observed' (Ofsted 2013).</p> <p>'Leaders... have ensured the quality of teaching has improved... [and] the EYFS leader has an accurate overview of the strengths and areas that need to be developed within provision. Effective action is taken' (Ofsted 2015).</p>